

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Jessica Roberts
What is the performance task for your unit?	Recently, the Food Network had to pull one of their baking shows off the air. The bakers in the show did not know how to work with rational numbers. This lead to their creations ending in mayhem. It is time for your dream of having a show on the Food Network to come true. The Producers of the Food Network are holding a contest to see who will win the newly emptied spot on the air. You and your fellow baker must create a baking show displaying your expertise with rational numbers in order to win the contest. You will be provided a recipe by the producers to ensure that every show entered into the contest is different. You have to keep the show between five and eight minutes long. In that time, you must show the audience how to double a batch by adding and multiplying rational numbers. Make sure to fully demonstrate your knowledge of rational numbers so you can wow the Producers and win the show.

What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	iMovie
Lesson # in which students will create the performance task	6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Storyboard	http://www.scholastic.com/teachers/article/what-are-storyboards	I can introduce this in lesson 4 before my students create their screencast using TouchCast. We can make one as a class.
Outline	http://stutzfamily.com/mrstutz/Outline/	I can introduce this in lesson 3 before my students create their comics using Comic Life. We can make one as a class.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Copyright	http://www.copyrightkids.org/cbasicsframes.htm	I will discuss Copyright with my students in the first few days of school. I will probably use this website or one like it to help them understand.
Recording Video	http://support.apple.com/kb/PH2155	I will discuss this at the beginning of lesson 6 when I introduce iMovie. Students can also use a camera of their own if they choose. I could have students create short 30 second movies just to try it out.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Edit	http://acomp.stanford.edu/tutorials/imovie_video_editing	I will go over how to use iMovie during lesson 6. We will take a class to explore it.
Transitions	http://acomp.stanford.edu/tutorials/imovie_video_editing	Same as above.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Finalizing	http://support.apple.com/kb/PH2180	When going over how to use iMovie in lesson 6 I will explain how to finalize the project.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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YouTube	http://www.wikihow.com/Upload-a-Video-to-YouTube	I can introduce this the same day I go over iMovie with them.